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REORGANIZATION OF THE SOCIAL STUDIES IN THE JUNIOR HIGH SCHOOL CURRICULUM

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REORGANIZATION OF THE SOCIAL STUDIES IN THE JUNIOR HIGH SCHOOL CURRICULUM.

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REORGANIZATION OF THE SOCIAL STUDIES IN THE JUNIOR HIGH SCHOOL CURRICULUM.

Part I.

Aims, Objectives, and Purposes.

The social studies in recent years have been subjected to a great deal of criticism. It is claimed, and justly so, that the present organization of subject matter together with its selection, as well as the present methods of teaching in this field, fail to prepare pupils adequately to meet the difficulties of industrial, social, and political life. This criticism is based primarily upon the fact that the present courses do not treat in a satisfactory way the pressing problems of the day, and give but little opportunity to utilize pupil activity as a basis for intelligent participation in citizenship activities. The situation commands our attention when we realize that the three and one half million pupils of the Junior and Senior High Schools constitute probably the largest and most impressionable group in the country that can be directed to a serious and systematic effort, through both study and practice, to acquire the social spirit. The twentieth century world which awaits the young citizen is a highly complex society full of perplexities and problems.

There has been a general movement toward trying to determine objectively just what the content of a course should be to give citizenship training. The research in the field has been confined, more or less, to determining such objectives as the geographical locations, the historical personages, dates, etc., that are unnecessary for a citizen to know. Recently attempts have been made to determine the insistent problems in American life through the analysis of the platforms of

political parties, through consulting experts in various lines of activity, and through analysis of leading books written by specialists in different fields.

While a scientifically determined course is as yet in the future there have been certain general lines of agreement among authorities in the social studies. Practically all writers are turning toward an analysis of society as a source of values; the tendency to write the social studies into one course is gaining ground; and the revolt against learning mere facts without relation to life is nearly unanimous.

The importance and magnitude of our task is well expressed by Bobbitt in his book, "How to Make a Curriculum":

"This is the most complex and difficult field of education. It is probably also our largest educational responsibility. If there are general principles that can serve for guidance, they should be found, formulated, and used as a mariner uses his charts. When it is not yet possible to have accepted principles, then obviously there should be found and formulated the best practical working hypotheses and assumptions. In fields of uncertainty, for guidance, the best thought is always safer than no thought; and definite formulations better than vague unformulated attitudes and opinions."

If we accept the best thought of the present and consider society as the real source of values in curriculum construction, then a brief analysis of society's needs will be the next logical step. In facing the increasing complexities of these needs, it is most important that the youth of the land be steadied by an unwavering faith in humanity and by an appreciation of the institutions which have contributed to the advancement of civilization.

Snedden, in his book on "Educational Sociology", tells us that social needs to be met give us our first and major basis of classification of school objectives; that all social needs must be met by and through individuals. He analyzes the needs which all societies expect in a greater or less degree as follows:

"(a) Its members should be healthy, strong, and physically enduring.

(b) They should be competent and industrious in vocation (including warlike defense and aggressions).

(c) They should be friendly, cooperative, and dutiful toward other human beings and toward deities.

(d) They should be possessed of good tastes and suitable knowledge as part of personal grace and culture."

He points out the value of sociology or social economy in that it gives many direct approaches to the study of the educational needs of society.

"A scientific social economy," he says,"wants more and better: social control; use of leisure; vocational competency; international friendliness; conservation of national resources; art appreciation and interests; temperance; thrift;and conservation of capital; facilities for childhood and adult recreation; municipal government; suffrage; religiousness; interest in agricultural production; and scores of other worthy objectives. The most universal agency wherethrough it is urged that these are to be achieved is education - an education believed to be especially possible somewhere between childhood and manhood."

Objectives in education depend upon the dominant ideals of society. The school is one agency for the stabilization of society and an aid in society's progress. Society's demands determine eventually, if

not now, the objectives of school education.

The importance of sociological studies cannot be overestimated in determining offerings in school. The early Latin grammar school of colonial days met society's wish for a time by offering Latin and Greek. The academy movement began to flourish with the changing ideals of the latter part of the eighteenth century. With the new demands for more practical training the high school came into existence. From 1635 to the present the tendency has been from the simple to the complex, from the classical to the practical, from a consideration of a few to the training of all. Objectives as set up and defined to-day give recognition to the principle that only by training pupils in the light of mental measurements and of society's needs will the highest effectiveness of democracy be realized. The difficulty of educational determination for those who drop out of school as well as those who remain becomes serious. To realize futures which are entirely probable for any group, aims in education will need to vary as the groups themselves and the social ideals of the period.

Since our problem is in the field of secondary education we are led to inquire just what are the determining factors. In answering this question we follow the United States Bureau of Education Bulletin, entitled "Cardinal Principles of Secondary Education".

"Secondary education should be determined by the needs of society to be served, the character of the individual to be educated, and the knowledge of educational theory and practice available. These factors are by no means static. Society is always in the process of development; the character of the secondary school population undergoes modification; and the sciences on which educational theory and practice

depend constantly furnish new information. Secondary education, however, like any other established agency of society, is conservative and tends to resist modification. Failure to make adjustments when the need arises leads to the necessity for extensive reorganization at irregular intervals. Such a comprehensive reorganization is under way at the present time."

This task of outlining a program for reorganization is being undertaken by the Commission on the Reorganization of Secondary Education of the National Education Association.

"What knowledge is of most worth?" - a question proposed by Herbert Spencer - is a problem that is uppermost in the mind of every progressive educator to-day. Alternative courses, elective studies, and the need for educational guidance have been much discussed. Psychologists have discovered widely varying native powers of children and adolescents and have made recommendations for their different educational treatment.

This is the situation that has forced educators to turn to the social sciences for guidance in the making of curricula. The wave of educational reform which is sweeping over the school systems of the country is devoting a considerable part of its attention at present to reform in the field of secondary education and especially to reform in the social studies in that field. A vigorous contest between various specialists in the social studies has resulted thus far in disagreement and confusion. However, there are definite indications that the storm is clearing and that eventually order will come out of chaos. A careful study of natural tendencies and expert opinions will convince one of the desirability of beginning the reform of the social studies in the

secondary school, notwithstanding the lack of knowledge and interest on the part of teachers of these grades. Dr. Judd is very explicit on this point:

"It is not asserted that social studies are to find their way readily and easily into the curriculum. The obstacles are great, but the way is opening as a result of the natural evolution of the schools. Furthermore it is not intended, by the statements that have been made, to limit social studies to the upper grades. There can be no doubt that there is an urgent and altogether legitimate demand that little children in the lower grades be introduced to social ideas. This fuller realization of the social studies movement is, however, likely to wait until the experiment of introducing it into the upper grades has advanced much further than it has at the present time. The conslusion that seems justified by our discussion is that social studies can at this time be most easily inserted into the school program in the seventh grade and the grades immediately following."

Probably the three most vital problems in education to-day are the setting up of proper objectives, the determination of individual differences among pupils, and the organization of curricula to meet the widely variant needs of children. These problems must be faced by every educator who wishes to bring about democracy in education. The fundamental importance of agreeing upon certain aims, objectives, and purposes of education as a preliminary to reconstruction need not be argued here. Let us begin with a consideration of the goal of education in a democracy. Here again we follow the United States Bureau of Education Bulletin entitled: Cardinal Principles of Secondary Education.

"Education in the United States should be guided by a clear conception of the meaning of democracy. It is the ideal of democracy that the individual and society may find fulfillment each in the other. Democracy sanctions neither the exploitation of the individual by society, nor the disregard of the interests of society by the individual.

"The purpose of democracy is so to organize society that each member may develop his personality primarily through activities designed for the well-being of his fellow members and of society as a whole.

"Consequently education in a democracy, both within and without the school, should develop in each individual the knowledge, interests, ideals, habits, and powers whereby he will find his place and use that place to shape both himself and society toward ever nobler ends."

In the same bulletin the Commission on Reorganization of Secondary Education gives us the best statement available of the main objectives of education:

a. Health

b. Command of the fundamental processes

c. Worthy home-membership

d. Vocational efficiency

e. Civic efficiency

f. Worthy use of leisure

g. Ethical character

It arrived at these objectives from an analysis of the activities of the individual. It holds that education should be focused for the most part upon these objectives; that they should be realized in the education of every boy and girl; and that they should extend throughout the entire length of secondary education.

The naming of the above objectives is not intended to imply that the process of education can be divided into separated fields. This cannot be, since the pupil is indivisible. Nor is the analysis all inclusive. Nevertheless the commission believes that distinguishing and naming these objectives will aid in directing efforts; and it holds that they should constitute the principal aims of education.

The objectives outlined above apply to education as a whole - elementary, secondary, and higher. This leads us to a consideration of the purposes of secondary education in achieving each of these objectives. According to Inglis, the key to the analysis of aims in education is to be found in an analysis of the activities of life in which people do or should engage. He holds that a complete and detailed analysis of the activities in which different individuals and different groups engage is impossible, and, if it were possible, that it would be of questionable value. However, he finds that certain general fields of activity engage practically all individuals in some way and to some degree and furnish the following fundamental aims for secondary education:

"(I) The preparation of the individual as a prospective citizen and cooperating member of society - the Social-Civic Aim;

(2) The preparation of the individual as a prospective worker and producer - the Economic-Vocational Aim;

(3) The preparation of the individual for those activities which, while primarily involving individual action, the utilization of leisure, and the development of personality, are of great importance to society - the Individualistic-Avocational Aim."

These aims are in a high degree interrelated and interdependent. Taken together they constitute the Social Aim of secondary education in the broadest sense of the term, and in the secondary school prepara-

tion for no one of the phases of life represented by these aims should be neglected.

We agree with Inglis in his conception of the aims of secondary education as the ultimate goals which it is to attain. He employs the term, "function", in the sense of the factors involved in the attempt to reach these goals. Six important functions of secondary education are set up by him for our guidance in educational programs:

"(I) The adjustive or adaptive function, by which an individual becomes able to meet social conditions, and to adapt himself to the changes that the progress of the world makes in conditions;

(2) The integrating function, by which an individual acquires the common knowledge, ideas, and ideals necessary to all members of democracy;

(3) The differentiating function, by which an individual develops his special gifts in order that he may serve society in specific ways;

(4) The propaedeutic function, by which an individual prepares himself for continued education which is to be built upon the foundations he is laying at present;

(5) The selective function, by which an individual is directed toward educational endeavor in which his mental limitations preclude profitable progress;

(6) The diagnostic and directive function, by which an individual is guided toward the line of activity in which he can do his best work."

The supplementary character of the specializing and unifying functions is clearly set forth in "Cardinal Principles". It has a direct bearing also upon the type of high school best suited to the needs of democratic society.

The work of the Junior High School should be directed toward the main objectives of all education, toward the threefold aim of secondary education; and should contribute to the six functions of the secondary school. The distinctive role of this branch of secondary education is that of a transition school. The transition should be natural, gradual, and effective. In this period emphasis should be placed upon the attempt to help the pupil to explore his own aptitudes and to make at least provisional choice of the kinds of work to which he will devote himself.

The proponents of the Junior High School type of organization maintain that this institution will facilitate the realization of the general educational objectives to an extent impossible through the traditional type of organization. The argument is based upon the results of a canvass by Koos of a large amount of literature dealing with the Junior High School. The following are the functions shown to be commonly accepted as peculiar to this form of organization:

(I) Realization of a democratic school system through:

A. Retention of pupils

B. Economy of time

C. Recognition of individual differences

D. Exploration for guidance

E. Provision for vocational education

(2) Recognizing the nature of the child

(3) Providing conditions for better teaching

(4) Securing better scholarship

(5) Improving the disciplinary situation and socializing opportunities

(6) Other peculiar functions not so frequently accepted

A. Effecting financial economy

B. Relieving the building situation

C. Continuing the influence of the home

D. Hastening reform in grades above and below

E. Normalizing the size of classes

F. Relieving teachers

The interrelation of these functions must not be lost sight of. Most of them possess some measure of peculiarity as contrasted with the grades above and below. There is but one time in his life when the individual is adolescent and when the means of education must be peculiarly adapted to the changes then taking place within him. Let us repeat the conviction held by Koos that the performance of these peculiar functions makes the realization of the ultimate aims of education more readily possible.

It must be evident to the reader that one of the dominant themes running through the above discussion of aims is social. There is a prevailing tendency among authorities on secondary education to decry the lack of proper emphasis on the social aim in this field. Many writers agree with Inglis - that the three groups of aims stated by him constitute the generic social aim of education, that they are interrelated and interdependent, and that together with their functions they must be considered in the formulation of curricula. It is a commonly accepted theory that the period of adolescence in children is marked by the rise and accentuation of the social instincts. This phenomenon will certainly be attended by expression in undesirable and unsocial ways unless provision is made at this time by education for their proper direction and control. American democracy depends for its success upon the social consciousness and social cooperation of its citizens. Hence the

great responsibility of the secondary school in making provision for this objective at this most impressionable age in the life of the child.

The social studies are peculiarly adapted by the nature of their content for the attainment of these important social objectives. If the materials are judiciously selected and properly presented, exceptional opportunities will be offered for real training for a type of citizenship which will meet the many and great demands of to-day and tomorrow. America and the world need to-day more than ever before a high type of trained and enlightened citizenship. There is need of a greater number of people who have a broad knowledge of the origin, nature, and gradual development of our institutions; a greater number who have a broad viewpoint, a perspective based upon a knowledge of world history, and an appreciation of the interdependence of nations and continents; a greater number of people, finally, who have been so trained in scientific habits of thought and in the scientific point of view that they have a crystallized tendency to react to issues and problems on the basis of intelligence and deliberative judgment, rather than on that of predisposition, prejudice, propaganda, or personal advantage. There is no task of greater importance facing the leaders and workers in curriculum reconstruction.

In the Twenty-Second Yearbook of the National Society for the Study of Education, H.O.Rugg outlines the responsibility and exceptional opportunity which the Social Studies curriculum has in bringing our millions of growing youth into contact with the insistent problems of to-day; in giving them a complete acquaintance with the accepted modes of living; in bringing them to a sympathetic understanding of the conditions and problems of other peoples; in developing in them the habit of helping to decide the important issues of group life through participa-

tion; in helping them to realize the alarming symptoms of break-down in city life and to think out practical solutions; in giving them a glimpse of the crucial problems of industry and business, of credit, and of the artificial inflation of standards of living; in enabling them to acquire a proper perspective of the retarded spiritual and cultural growth together with a growing respect for the achievments of our people in the mechanical conquest of a great continent. Rugg believes that this knowledge could be translated into tendencies to action provided the machinery of the Social Studies is properly organized.

In order to attempt to bring about a proper organization of the social studies, it is essential that we inquire into their specific aim.

The phrase "social studies" or "social sciences", as used at present, is of relatively recent origin. The United States Bureau of Education Bulletin on the Social Studies in Secondary Education defines them as follows:

"The social studies are understood to be those whose subject matter relates directly to the organization and development of human society, and to man as a member of social groups."

In this discussion they are intended to included History, Geography Civics, and such elementary Economics and Sociology as is within the grasp of the pupil of the grade.

The necessity for a broad interpretation of the term "social studies" is well explained in the Connecticut State Board of Education Manual of the Social Studies for Secondary Schools:

"The use of the term "social studies" implies a recognition of a unity if purpose. This implication, together with the recommendation that a social study be required in each of the secondary school years,

both impel a broad outlook in preparing an outline for this field. The term also implies a shift of emphasis from the subject to the pupil and his needs as a potential member of society. Our objectives are surest of attainment, not when historians are trying to get into a curriculum all the history they can, economists all the economics they can, and so on, but when all who believe in the essential character of the social studies try to determine what can reasonably be contributed by each of them. . . . . It is felt that one of the most outstanding needs in this field at present is such a broadening of horizons on the part of teachers of the social studies as will lead to a recognition of common objectives, among subjects of study which have hitherto been taught in isolation and too largely for their own ends, and also lead to the term "social studies" as a matter of course."

The fundamental aim of the social studies, also, is concisely stated in the manual referred to in the preceding parapraph:

"The objective of citizenship as defined in 'Cardinal Principles of Secondary Education' is the particular province of the social studies. The term is to be interpretated broadly as inclusive of all human relationships. A short comprehensive and working statement of the ends to be sought seems desirable, and the following is suggested:

"'To give students an understanding of the human world about them, and the desire and capacity to take a full and intelligent part in it.'

"This, then, should be the central guiding thought throughout all the work of the school and it is the special function of the social studies. "

A more detailed aim of the social studies is given us by the National Education Association Committee on Social Studies in Secondary Education:

"The social studies differ from other studies by reason of their social content rather than in social aim, for the keynote of modern education is 'social efficiency', and instruction in all subjects should contribute to this end. Yet from the nature of their content the social studies afford peculiar opportunities for the training of the individual as a member of society. Whatever their value from the point of view of personal culture, unless they contribute directly to the cultivation of social efficiency on the part of the pupil, they fail in their most important function. They should accomplish this end through the development of an appreciation of the nature and laws of social life, a sense of the responsibility of the individual as a member of social groups, and the intelligence and will to participate effectively in the promotion of the social well-being. . . . . .

"Again, 'society' may be interpreted to include the human race. Humanity is bigger than any of its divisions. The social studies should cultivate a sense of membership in the 'world community', with all the sympathies and sense of justice that this involves, as among the different divisions of human society. The first step, however, toward a real 'neighborliness' among nations must be a realization of national ideals, national self-respect, national efficiency, national loyalty, just as real neighborliness among different family groups depends upon the solidarity, self-respect, and loyalty to be found within each of the component families.

"High national ideals and an intelligent and genuine loyalty to them should thus be a specific aim of the social studies in American Secondary Schools."

A course in the social studies to be effective should assist not only in achieving the ultimate aims of education, but also in perform-

ing the peculiar functions of the Junior High School. It can be easily demonstrated that the social studies will contribute to several of these functions in certain definite and significant ways. The use of the project method will enable the pupils of various needs and capacities to express themselves along the lines of their varying interests. Whether the variations be along the line of nationality, or vocational interests, or race, or even mental development, this method, so well adapted to the social studies, affords the teacher a splendid opportunity to make provision for the varying needs arising out of individual differences and at the same time to develop certain uniformity of ideals along certain lines, in which uniformity is desirable. The aim of the Junior High School which provides for vocational guidance will be realized in several ways in the social studies. The proper handling of questions in the economic world and in the social civic world will be a strong factor in helping to set up guiding principles, and will result in such attitudes and standards as will be valuable guides in civic relations. The cycle plan of organization (to be discussed later) if carefully worked out for the entire twelve years of the public school course will greatly aid in the unification objective. Intelligent, sympathetic, and deliberately planned cooperative work is required here, and should be rendered by all concerned in the three fields of the student's education. The opportunities for socialization which the Junior High School hopes to realize are especially well provided for in the social studies where the content itself is social. The socialized recitation (to be discussed later) and many of the activities which should be a part of the civics work will serve as a good illustration on this point. In general the organization of the work in the social studies should be so managed that it will not only fail to hinder the reform

planned for the Junior High School but will contribute directly to their accomplishment.

The difficult problems of arranging a unified course in the social studies for the Junior High School will be somewhat simplified by the mapping out of the scope and objectives of each year's work. The writer agrees fundamentally with the Connecticut State Board of Education Manual of the Social Studies for Secondary Schools on this point:

"Seventh grade social study begins with a simple story of mankind's development from primitive savagery to civilized life. It proceeds to a study of certain distinctive regions of the world. Through this study the teacher should strive to develop in the pupil an idea of the various forms of group organization and of the most essential group activities as they have developed in the course of man's long process of adaptation to his changing physical and social environment. It also requires a knowledge of the regional geography of the earth and of the effects of this geography on human development, together with a conception of the part which the Old World has had in the shaping of our present-day conditions and institutions.

"For eighth grade social study there is proposed a study of the development of the United States from the same point of view and according to the same method as that used in the seventh year, in order that the pupils may be led to see the history of our own people and their part in world history.

"The ninth grade social study presents a cross-section view of activities of people in their group life in all its aspects and in 'communities' as small as the family and as large as the world. Briefly stated, it, in general, aims to assist in training the pupil to cooperate intelligently in group life. In detail its purposes are to lead

the pupils to understand the significance of various human activities; to realize the importance of cooperation among people for effective work and for the common good; know the social factors which affect people for better or worse; become familiar with the agencies, governmental or voluntary, which exist for group action; cultivate clear judgment as to the most effective means of cooperation; and recognize and act on their own responsibilities."

It is practically impossible, even if it were desirable, to consider the aim of a reorganization of the cocial studies for the Junior High School entirely apart from the Senior High School course with which it must articulate closely. A brief consideration of the special objectives for the Senior High School course in the social studies will help us to get a complete bird's eye view of the entire situation confronting us.

Again we quote from the Connecticut State Board of Education manual:

"The work for the senior high school may be made to contribute to the attainment of the fundamental objectives of the social studies in several ways besides helping the pupils to acquire and organize such historical knowledge for such special aims as are indicated below:

(I) To broaden the pupils' horizon . . . .

(2) To strengthen the pupils' powers of comprehension . . . .

(3) To train pupils to form sound opinions . . . .

(4) To teach pupils how to find and judge the value of information

(5) To give inspiration through example . . . .

(6) To awaken an interest in history and current human problems . .

(7) To get pupils to realize and act spontaneously on their social responsibilities . . . .

"Social Study in the tenth grade may be described as a study of the important developments in the progress of all the people of the world in all their group activities, from earliest times to the present. This study and that of the eleventh year will differ from the work of the first cycle in the establishment of some generalized knowledge and much training in an understanding of relationships, together with a definite attempt at a comprehensive treatment.

"As a special aim for the tenth year the following quotation from the Report of the Commission on the Reorganization of Secondary Education of the National Education Association in Bulletin 28, 1916, is given: 'One of the conscious purposes of instruction in the history of nations other than our own should be the cultivation of a sympathetic understanding of such nations and their peoples, of an intelligent appreciation of their contributions to civilization, and of a just attitude toward them.'

"The work of the eleventh grade may be defined as an advanced study of the development and progress of the people of the United States of America from colonial times to the present. It is intended that it should include a thorough study of the fundamental principles of our federal form of government at that point in the course when its formation is considered, and of the political and constitutional development before and since that period, as well as the important aspects of the social, economic, and cultural growth of the nation. . . . . An endeavor should be made again 'to develop a vivid conception of American nationality, a strong and intelligent patriotism and a keen sense of the responsibility of every citizen for national efficiency.'

"It is intended that the twelfth grade work comprise a deeper and more advanced study than that of the ninth year, of the institu-

tions and activities of man's group life, of the factors, forces, and principles underlying them, and of the specific present-day economic, social, and political problems. Aside from guiding the pupils in the rounding out and organization of their social knowledge in this integrating subject, the teacher has a special opportunity to emphasize through it the training of judgment - judgment which is independent, constructive and sympathetic, and based upon evidence; and to cultivate worthy ideals of individual duty and of personal responsibility. Furthermore, such a study should result in a willingness and desire for service and group action."

Before we leave this discussion of aims and purposes it will be well to emphasize the close correlation which must necessarily exist between educational objectives and curriculum making. The objectives are the goals sought. The pupils' activities and experiences are the steps by which he proceeds toward the goals. These activities and experiences are the curriculum. The curriculum maker must place the objectives before him and try to discover what the pupil should do and experience in order to achieve the desired results. Clement in his book, "Curriculum Making in Secondary Schools", tells us that subject matter applied to objectives evolved out of the activities of pupils will, in a large measure, guarantee the functional value of education. Let us emphasize also the fact that the method of presenting the social studies is intmately related to curriculum making, and that a study of methods of teaching can have no significance apart from the relation of methods to objectives which are to be achieved thereby.

Part II.

Problems Involved in the Reorganization.

If we accept the various aims and purposes outlined above as valid for a social studies course, then an inquiry into the content of such a course will be our next objective, At this point we face the problem of outlining the needs to be met in the reorganization of the social studies. Space would not permit a complete discussion of these needs. Hence the following outline of an article by H.O.Rugg in the Twenty-Second Yearbook of the National Society for the Study of Education is presented here:

"(I) The present curriculum does not treat adequately the pressing industrial, social, and political problems of the day.

(2) Problems of government are not adequately treated by histories and civics books which pay chief attention to political affairs.

(3) School histories still pay too much attention to political and military affairs and not enough to industrial and social affairs, although recently real gains have been made in overcoming this defect.

(4) Social science text books do not furnish backgrounds rich enough for constructive interpretation.

(5) Social science materials are not organized so as to give thorough practice in deliberation.

(6) The present division of social science materials into the separate subjects of History, Geography, Civics, and Economics hamper rather than aid the teacher and the pupil.

(7) Reading about life, rather than participation in life activities, dominates our social science instruction."

The presentation of this outline is not intended to imply that

curriculum makers are in perfect accord on each of the points enumerated. A careful consideration, however, of the sound arguments offered and of the scientific data available seems to justify the writer in accepting them at least tentatively. "Let us admit," as Dr. Van Denderg puts it, "that we may for once be leaving the solid ground of precedent and experience and be essaying the thin air of theory in our discussion."

"Adequate information," says Mr. Rugg, "and practice in using it, both essentials of efficient social action in a democracy, are clearly desiderata for social science courses." The fundamental indictment is that for neither of these is sufficient provision made under the existing scheme of organization.

Our next problem concerns the procedure to be followed in building a curriculum. The plan here offered is one pursued by a number of investigators working separately or in committees and should insure progress toward a more reasonable curriculum, better planned for achieving commonly desired ends.

The first step is riddance of the idea from our minds, so far as possible, that anything - organization, content, method, - is, merely because of its existence, essential in the new plan, and the acceptance of the idea that the child is the real center around which everything should revolve.

The second step is the making of an inventory as comprehensive as possible of the knowledge, attitudes, ideals, prejudices, activities, and habits desirable in citizens of a democracy.

The third step is to decide upon the general and specific aims and objectives of education as well as the peculiar aims of the special subject or subjects under consideration.

The fourth step is to make a tentative selection of the details

gathered from an analysis of society and to determine those for which the schools must assume responsibility, leaving the others to the home, church, or other agencies likely to be effective. At this point we must be sure to consider the curricula as they exist in our schools to-day.

The fifth step is to consider the purposes of the course of study. A brief résumé of these purposes is as follows: (I) It should guide the teachers in such matters as purpose of school work, content, and time allotment. As a guide it should encourage initiative and resourcefulness and inspire the teacher to her best thinking. (2) It should coordinate all the efforts of the school and unify the work of the various grades. It ought to enable the teacher to see her own work as growing out of the work of the preceding grades and leading to that which is to follow. (3) It should provide a basis for classification and promotion and establish stanbards of attainment in the way of facts, habits and skills together with ability to use these in situations requiring their use. (4) It should encourage the teacher in the fostering of superior abilities and also in helping all children to work to their capacity. (5) Finally it should help teachers constantly toward the inculcation of certain habits, skills, interests, attitudes, appreciations, and ideals which promote not only the ability to make a living, but the ability to live abundantly.

The sixth step is to call together all those who because of their training and experience, have a contribution to make. The selection and arrangement of pupil activities is not a one-man job. It is a problem beyond the wisdom of any one person. Ernest Horn's statement has received widespread approval: "The best course of study in any subject is possible only by pooling the leadership in that subject. Leadership includes all those who have contributed. It includes (I) the classroom

teacher, (2) the superintendent, who has made success in the subject administratively possible, (3) the supervisor, (4) those in colleges or in bureaus of research, who are building the foundations of sound method by their investigations, (5) those in colleges or normal schools who are directing the training of young teachers."

The seventh step is the application of standards for judging the value of subject matter which enters into the curriculum. Professor McMurry suggests the following: "It should make provision for motive on the part of the child; it should give opportunity for display of initiative by teacher and pupil; it should be organized coherently; it should recognize the principle of relative values."

S.C.Parker's principles will be especially helpful in a social studies curriculum: "(I) Select subject matter in relation to varying social needs. (2) There should be fewer topics treated intensively rather than many treated extensively. (3) Selection should be made in accordance with the principle of relative values. (4) The material should be organized in terms of the learner rather than in terms of the subject."

The eighth step is to find and formulate, as far as possible, the general principles that will serve for guidance. Let us recall again the statement by Professor Bobbitt already quoted above: "When it is not yet possible to have accepted principles, then obviously, there should be found and formulated the best working hypotheses and assumptions."

The ninth step is the assigning of details to the grades in which there is a probability of their being of maximum value according to the principles proposed.

The tenth step is to propose appropriate methods of organization, of presentation, of providing motives, of directing individual or group work.

The eleventh step is to provide for trial of the developed curriculum under varied conditions, for careful measurement of results, and for subsequent modification and improvement.

We consider the steps enumerated above as essential to any comprehensive program of curriculum construction. But the order in which they are given here is by no means intended to be the best possible order.

In attempting to reorganize the social studies we must bear in mind that although certain basic principles may be established, the details must not be set down as final and absolute. In a book by C.A.Ellwood on the Social Problem the author sums up this idea in these words: "There is no permanent solution of the social problem. In a world of change each age is confronted by new problems which it alone can solve. Our quest must not be for a static solution, but for rational principles which may guide us in seeking some rational control over the relations of men to one another."

"Who are the ones most vitally concerned in curriculum making? Curriculum makers aim to answer this question scientifically. They recognize that the curriculum vitally concerns:

(I) The child - he is the direct objective and bears the first shock.

(2) The teacher - she is the interpreter of life. She must make the course of study a living thing for a group of rioting youngsters.

(3) The parent - he is the State's most interested trustee - more inclined than ever before to examine the procedure to which his children are exposed during school hours.

(4) The local community - it is the cooperating critic, asking for a precise statement of aims and objectives in terms easily

understandable.

(5) The taxpayer - he foots the bills for the education of his own children or those of his neighbor. He wishes a statement of achievment in terms of cost. He is willing to pay after he has been shown.

(6) The enthusiast - with a special plea for particular propaganda which he wishes the schools to assume.

(7) The Nation - its future progress and prosperity are at stake. Its security depends upon suitable education for its future citizens.

(8) The next generation - it depends upon us, not merely for its physical but also for its social heritage. . . . The real worth of the education of 1925 cannot be measured until thirty years later when the children whom we have taught have put our teaching to the acid test of life's responsibilities."

The above presentation, taken from the Journal of the National Education Association for February, 1924, will greatly aid the curriculum maker in the consideration of all necessary points of view before he attacks the problem of reorganization. An excellent statement of general principles which seems to recognize fully the parties vitally concerned in curriculum planning has been formulated by Doctor Meriam:

1. The curriculum should contribute primarily to enabling boys and girls to be efficient in what they are now doing, only secondarily to to preparing them to be efficient later.

2. The curriculum should be selected from real life and should be expressed in terms of the activities and environments of the people.

3. The curriculum should provide for great scope and flexibility to

to meet individual differences in interests and abilities.

4. The curriculum should be so organized that it will admit of easy rearrangement of the schedule for any day, of the work for any grade, and even the transfer of work from grade to grade.

5. The curriculum should lead the pupil to appreciate both work and leisure, and to develop a habit of engaging in both."

We should be governed by these broad general principles in arranging school work for pupils and we should keep them constantly before us in developing the proposed course.

The following discussion is intended to point out the ease with which these principles may be applied to the social studies in carrying out the objectives of education. The importance of the first principle is too frequently lost sight of by present day teachers and educators. School life and real life should be regarded as identical. "We are continually uneasy," says Doctor Dewey, "about the things we adults know, and are afraid the child will never learn them unless they are drilled into him by instruction before he has any intellectual use for them. If we could really believe that attending to the needs of present growth would keep the child and teacher alike busy, and would also provide the best possible guarantee of the learning needed in the future, transformation in educational ideas might soon be accomplished, and other desirable changes would largely take care of themselves."

The second principle applies directly to one of the primary aims of the Junior High School in attempting to bring about such differentiation as will meet the needs of the different pupils adequately. Furthermore it makes allowance for such inevitable variations from time to time and from place to place as necessarily form a part of the problem of the social studies teacher's work.

In the third principle we note another attempt to consider the curriculum from the point of view of the requirement to allow for differentiation. The United States Bureau of Education Bulletin, 1913, No. 41, illustrates another application to one of the social studies, namely, Community Civics:

"The subject matter of community civics will vary with the community in which the school is located. Communities vary almost as much as individuals. There are large cities, the villages, the open country. They differ also as to character and occupations of the people."

The necessity of developing certain ideas or of considering certain events in the social studies at times when there is some strong popular interest in the subject, illustrates the application of the fourth principle. The teacher should be ever alive to the value of this interest in presenting his subject. It is decidedly advantageous to consider a subject at the psychological moment of maximum popular interest.

The fifth and final principle offers an excellent opportunity to the social studies, through the proper arrangement and presentation of the work, in securing a portion of the leisure time of the student in later life and thereby accomplishing much for the social welfare.

From the consideration of broad general principles and their application to the social studies, we pass on to the problem of arranging a more specific basis for the reorganization of the social studies in the Junior High School. Social theory must always furnish the basis for our conception of the functions of education. Professor Inglis holds that "if the school is to be looked upon as an institution established, maintained, and controlled by society for the purpose of maintaining its own stability and determining the direction of its own progress, secondary education, as a part (and as a part only) of a general system of education, must be conceived as determined fundamentally by its functions as a social

agency. Looked at from this point of view secondary education involves a number of important social principles."

These principles for determining the curriculum are formulated here:

"(I) The character and purposes of secondary education at any time and in any society must conform to the dominant ideals and to the form of social organization of that society.

(2) The dynamic character of the social program requires the constant readjustment of social education to the changing demands of society.

(3) The nature of social evolution involves the two supplementary factors of integration and differentiation, both of which must be recognized properly in secondary education.

(4) Whenever any other social institution fails to provide forms of education socially desirable the school should assume responsibility for those forms of education as far as possible."

In view of their immediate application it is inconceivable that the above principles should be ignored by any student of the curriculum interested in its reconstruction.

But there are also other fundamental considerations which help to form the specific basis we are attempting to establish. We wish to emphasize the considerations given by Professor L.C.Marshall and taken by him from a report of the Commission on the Correlation of Secondary and Collegiate Education of the Association of Collegiate Schools of Business. Briefly stated they are as follows:

(I) The organization of the social studies in the public schools should be in terms of the purpose of introducing those studies.

(2) The question should not be "how to put the social studies into our curriculum" but how to organize our curriculum around the social objectives.

(3) The social studies should be directed toward an understanding of the physiology rather than the pathology of social living. This does not mean that pathology is to be disregarded, but it does mean that it should not occupy the center of attention.

(4) Any program of social studies which hopes to be successful must be drawn with consideration for vocational needs. . . . Specialized studies should not be allowed to supplant fundamental courses.

(5) The program . . . . proposed recognizes that students drop out every year, but it does not neglect to provide for continuity and progression.

(6) The reorganization which is now in process in our educational system . . . . justifies a somewhat daring attempt to think through, as a coherent whole, our presentation of secondary social studies, without too much regard for traditional claims and customary practices. More specifically, there is here an opportunity to introduce "social study" rather than specialized branches of social studies.

(7) An effective program of social studies will be organized in terms of the psychology of learning. . . . . The unfolding of the social studies should not be too rapid to allow the student to build up an apperceptive basis for his thinking. Accordingly, the program suggested passes from a seventh-grade discussion of types of social organization and some conditioning factors of the types, through an eighth-grade survey of development and practices of our modern social organization, to a ninth-grade discussion of principles of social organization, to a senior-high-school discussion of social science material in somewhat more specialized terms.

(8) The program of social studies which is drawn in such a way as to minimize administrative difficulties, will, other things being

equal, be most rapidly introduced.

The above statement of fundamental considerations assumes that in the first six grades certain tools and methods of study have been acquired; and that the pupils have been given a body of material in history, geography, and community civics, together with certain social ideas, which will serve as a foundation for the proposed course.

One of the most hopeful signs in recent years is to be found in the effort on the part of experimenters in the social studies, to bring about a correction of the many common faults in program making. They are beginning to realize that if the background of considerations referred to is to become effective, these obstacles must be overcome. The lack of coordination between the elementary and secondary grades in planning social studies courses results in serious defects. It means little or no effort to make instruction and training progressive, cumulative, and organic. The failure to use specialists in program making is particularly evident in the case of the elementary and junior and high school. In a field as complex and difficult as that of the social studies in the junior high school the training and experience of a specialist seems indispensible. Furthermore, with reference to supervision of instruction it is only occasionally that one finds a supervisory official who has any special scholarship in the field of the social studies or any special equipment to give constructive help in organizing and presenting material. To meet these difficulties a plan sometimes called "vertical supervision" has been inaugurated in several places.

Part III.

Proposed Reorganizations of the Social Studies.

Before attempting to apply the above basic principles to the social science course which will be proposed, it will be well to consider the types of reorganized courses already suggested. It is important that we keep constantly in mind throughout our analysis of the principles and practices of innovators, the general objectives of education, the peculiar functions of the Junior High School, and the specific aims of the social studies in the adolescent period of the pupil's school career.

Space limits would not permit a detailed description in this paper of the great number of proposals that have been made. Hence the following summary of experiments, involving comprehensive undertakings and examples of other typical forms of unconventional work, is presented:

I. An experiment in building a fact course in History and Geography - The Winnetka Social Science Seminar, Winnetka, Illinois, conducted a statistical investigation of allusions to historical and geographical facts made in periodicals. Altogether 81,434 allusions were noted. Allusions unknown to all members of the seminar were excluded. The final list of allusions to persons, places, and events showed the relative importance of these items from the standpoint of enabling children to read intelligently. It forms an objective gasis for a fact course in history and geography. The problem of molding the large and miscellaneous material into a curriculum adapted to elementary children is still in the process of development.

2. Educational economy in the reorganization of the social studies - In the reorganization of the social studies in the University of Chicago High School, reported by Howard C. Hill, educational economy has been a constant and continuous consideration. In the four-year sequence which

is provided, two years - the second and third - are devoted primarily to history; during these two years economic and social matters receive chief stress. The other two years - tha first and fourth - are given to the study of the social sciences other than history; in this study, however, a large use is made of historical material. In each course an effort is made to correlate the work with English; correct oral and written expression is looked upon as essential. Mr. Hill presents a convincing argument showing that economy in education is secured in several ways by this four-year sequence.

3. Fusion of geography, history, and civics into a unit course - R. W. Hatch, Instructor in Citizenship, Horace Mann School, Teachers College, Columbia University, one of the most inspiring and progressive teachers of this subject in the country, presents the following materials which he attempts to fuse into a single or unit course for the Junior High School grades.

Grade VII.

History: The World of 1789.

Geography: The Mediterranean Basin; Latin America and Eastern North America.

Civics: The significance of the attempts at self-government in the old world. The beginnings of communities in the new world; colonial practices, local history.
Practice in group organization. Current events.

Grade VIII.

History: The World since 1789. (The whole field viewed in relation to the United States)

Geography: The near and far east; The new Europe and its expansion; Physical and industrial geography of the United States.

Civics: The growth of nationalism; the development of constitutional government; the march of democracy. How we are governed: city, state, and nation.

Projects in citizenship; Current events.

Grade IX.

History: A survey of modern world relationships.

Geography: A world survey; expanding commercial interests.

Civics: Elementary social, political, and economic problems.

Projects in citizenship. Current Events.

In referring to the need of a constructive program Mr. Hatch says, "I am not so much interested in the 'social studies' as in a 'social science.' I am not one of those who believe in history or civics or geography or any subject for its own sake. As a teacher of youth I do not have the specialist's interests in any of these subjects of study."

4. An experiment in attempting to adapt the work of the first six grades in the course of study in history to the Junior and Senior divisions of the University High School of the State University of Iowa - This experiment is reported by Ernest Horn and Mabel Snedaker of the State University of Iowa. At first the history of the first six grades was organized strictly on the basis of dramatic interests. The whole purpose was to interest the pupils and there was little class discussion. After a year's experience it was decided that the materials used could be very well incorporated with those in the course of study in literature, and the experimenters proceeded to organize the work in the following manner.

Grade I.

Simple problems in civics and such history as lies back of special days.

Grade II.

Concrete study of social and economic problems in an Indian community. Illustrative problem: Where did the Indians get their bright colors in making baskets, blankets, and mats?

Grade III.

Simple problems in a pioneer community, quite in detail but very concrete . This knowledge is made the basis for the organization of the work in the next three grades. Illustrative problem: How did the pioneers get their food?

The work of Grades IV, V, and VI is outlined so as to make a contribution directly to the understanding of important problems and conditions in modern life.

Grade IV.

History of transportation and communication, history of clothing, the history of telling time, and the history of the fishing industry. The purpose is to show how the solution of the problem involved in these phases of life has been advanced.

Grade V.

The history of agriculture, the growth of cities, the history of clay and pottery industries, the history of extractive industries, and the printing and paper industries.

Grade VI.

The history of architecture, shelter, and household furnishings; the history of music; the history of medicine and the improvementof health conditions; and the history of recreational activities.

Those who have participated in the above experiment agree that the work is most interesting to themselves and to the pupils. It is the

judgment of the authors, however, that no such plan should be attempted in the public schools until adequate books are available.

5. Vertical supervision and a continuous program - experiments as reported by J. Montgomery Gambrill. In one state, Pennsylvania, and two cities, Oakland, California and Detroit, Michigan, this plan has been adopted. In Pennsylvania and Detroit a complete system of supervision is organized on this plan. In Oakland the scheme has been only partially followed, but it includes the social studies. In each of the three school systems a man was chosen as director of the social studies who had been a special student and teacher in the field. In each case the course of study was worked out with the purpose of providing continuous civic education and coordinated cycles of study for elementary schools and junior and senior high schools. So far as the social studies are concerned in all three of these cases, the plan shows results of marked interest in program making and in effective leadership and supervision.

6. Pupil activities and community contacts experiments - from Professor Gambrill's report. The author has limited his discussion to those experiments in which the activities in question are directly and closely connected with the regular classroom work. In Minneapolis a unique plan for community contacts has been worked out by a committee of teachers under the leadership of Mr. W.H.Shepherd, Head of the Department of History and Civics in the North High School. Delegates elected by the community civics classes meet in general assembly once a week and are addressed by a public official, or by the representative of some community organization, industry , or profession, or the group pays a visit to one of the courts, or to an industrial plant, or to a newspaper office, or to some other enterprise of community interest. Each delegate takes notes and reports back to the class. During the course of the year each pupil

in the class has the opportunity of attending at least one meeting and bringing the news to the class.

Mr. Walter P. Hepner of the Fresno, California, High School, has experimented for several years in approaching each topic of the entire series in community civics through preliminary investigations by the pupils. The "Problems for You to Investigate," as he calls them, are not an optional extra to be used if there is time, but are a means of approach and an essential part of the study of the subject.

The problem of tying together the social studies and the "extra-classroom" activities is in the process of experimentation at Rochester, New York, under the leadership of Mr. C.E.Finch, Director of the Junior High School Grades and Citizenship. His purpose is to make "activities" an essential part of the curriculum and to bring about close correlation of "student government" and the organization of the classes for parliamentary procedure with the study of history and civics in the Junior High School.

The same problem mentioned in connection with Rochester is being worked at in the Polytechnic High School, Long Beach, California. The object of the course is to prepare students to function as citizens in High School during four years; and to continue to function as citizens after the completion of high school, in city, state, and nation.

7. Composite organization experiments - The attempt to make the project serve as a basis for curriculum organization is at present occupying the attention of a number of teachers. We use the term "project method" in the sense in which it is applied in teaching history and civics by its most influential advocate, Professor W.H.Kilpatrick of Teachers College, Columbia University. According to one plan the class chooses both the topics and the order in which they will be studied and thus

to a greater or less extent make their own course of study. Under another plan the teacher or curriculum committee may construct the course in terms of problems or projects and leave it to the instructor's skill to arouse that interest or "motivation" which will lead to a purposeful act. Examples of places and persons working on these plans may be found in Professor Gambrill's report.

Under the supervision of Professor Meriam of the University High School, University of Missouri, radical departures from the ordinary practice both in curriculum and method have been developed. "The dominant objective has been to provide high school students with information and habits that really function in ordinary life. The subject matter for study is secured just as in modern studies for the industrial worker, viz., by 'job analysis'." In the preceding quotation Professor Meriam justifies his procedure.

The attempt to make world history serve as a basis of integration is shown in the following two experiments:

(1) A composite course for Grades VII to VIII, proposed by D.C.Knowlton, Lincoln School, Teachers College, Columbia University.

(2) A minimum composite course in one year, Mission High School, San Francisco, by Mr. George E. Nunn and his associates.

The above summary of proposed courses and experiments in the field of the social studies, although by no means exhaustive, presents some valuable suggestions to the curriculum maker. Let us now turn to a study of three of the most important proposals along the line of reorganization.

1. Program of the National Education Association Sub-Committee on Social Studies - The statement of the aims of the social studies as given in the first part of this paper, the best available statement to date, has been taken from the above program, the outline of which is as follows:

Seventh year:

(I) Geography - ½ year.

European history - ½ year

These two courses may be taught in sequence or parallel through the year.

Civics - taught as a phase of the above and other subjects, or segregated in one or two periods a week, or both, or

(2) European history - I year.

Geography - taught incidentally to, and as a factor in, the history.

Civics - taught as a phase of the above and other subjects, or segregated in one or two periods a week, or both.

Eighth year:

American history - ½ year.

Civics - ½ year.

These two courses may be taught in sequence, or parallel through the year.

Ninth year:

(I) Civics: Continuing the civics of the preceding year, but with more emphasis on state, national, and world aspects - ½ year.

Civics: Economic and vocational aspects - ½ year.

History: Much use made of history in relation to the topics of the above courses, or

(2) Civics - economic and vocational.

Economic History.

I year, in sequence or parallel.

Tenth to Twelfth years.

I. European history to approximately the end of the seventeenth century - I year.

II. European history (including English history) since approximately

the end of the seventeenth century - I (or ½) year.

III. American history since the seventeenth century - I (or ½) year.

IV. Problems of American Democracy - I (or ½) year.

The recommendations of this committee seem to imply that the social studies of the secondary school should be organized and taught with reference to the activities of modern life in which the individual will engage. This is seen from the importance attached to modern history and from the important position assigned to civics and related studies.

2. An introduction to social studies - by L.C.Marshall and C.H. Judd, University of Chicago. The character of the material in this proposal becomes almost self-evident from a survey of the following proposed table of contents of seventh grade material:

PART I. INTRODUCTION

I. Man's Place in the Great Current of Life

PART II. MAN IN SIMPLE GROUPS OR SOCIETIES

II. Neanderthal Man - The Mere Beginnings of Tools and Communication (His wretched mode of living as related to inadequate tools, both physical and mental)

III. The Iroquois: The Benefits of Tools, Communicationn and Social Organization

PART III. MAN THE HARNESSER OF NATURE: MULTIPLICATION OF MAN'S POWERS

IV. Fire and the Metals as Phases of Man's Harnessing of Nature

V. Power and the Machine as Other Phases of Man's Harnessing of Nature

VI. Science, the Creative Stage of Man's Harnessing of Nature

VII. The Harnessing of Nature and Living Together Well

PART IV. MAN THE COMMUNICATOR: FURTHER MULTIPLICATION OF MAN'S POWERS

VIII. Speech and Writing as Multipliers of Man's Powers

IX. The Multiplication of Communication (Printing, Telegraph, Telephone, Wireless)

X. Communication by Trade and Transportation

XI. Passing on the Torch (through Family, Church, and School)

XII. Communication and Living Together Well

PART V. MAN THE TEAMWORKER AND CO-OPERATOR; SOCIAL ORGANIZATION

XIII. The Expanding Circles of Man's Groupings (Emphasis on Family and Political Groups)

XIV. The Co-operation of Specialists through Exchange

XV. Competition and Private Property as Organizing Forces

XVI. The Many Forms of Social Control (Emphasis upon Law and Government)

XVII. Social Organization and Living Together Well

PART VI. MAN THE IDEALIST AND ASPIRER

XVIII. Knowledge and Research

XIX. Art and Music

XX. Liberty, Justice, and Fuller Life for All

With such material in the seventh grade it would be possible to pass on in the eighth grade classes, no doubt, to a discussion of the place of the individual in society, and in the ninth grade to a discussion of principles of social organization.

3. A unified social science curriculum, the Lincoln School, Teachers College, Columbia University, by Harold O. Rugg, Earle Rugg, and Emma Schweppe - Progressive teachers of the social studies will be interested in this recent experiment in curriculum making and will wish to study carefully the social science pamphlets which are now being

used at the Lincoln School and in many other schools throughout the country.

Professor Rugg has expended an immense amount of labor in getting together for the Social Studies a mass of content material which will meet the requirements of (I) actual social needs and (2) pupil capacities, interests, and needs. It is his viewpoint, first, that any topic worthy of study should be of proved actual value to all people; second, that any such topic should be given such a rich and intensive treatment that the pupils may be led to comprehend it clearly, have some feeling about it and want to act upon it; and, third, that in order to secure this feeling, comprehension, and desire to act, the anecdote, the narrative, the episode, as well as maps, charts, pictures, and diagrams must be utilized to enrich the treatment of the topic. It is his idea, also, that when the topic has been determined, material from history, geography, economics, sociology, political science, or any other field needed should be drawn upon for the adequate treatment of the topic. In other words, the time honored compartments of the various school subjects as they are at present organized ought to be disregarded. For example, Professor Rugg inquires, "how can one treat intelligently the Western Movement in America, with all that it involves, without making use of more than one school subject?"

All materials, when once selected on the basis of these principles, are then organized definitely in "problem-solving form," the usual subject lines being wholly disregarded.

The characteristic features of the course proposed by Professor Rugg are set forth in Professor Gambrill's report and are illustrated in the pamphlets above referred to.

The following is the latest available list of the Social Science

Pamphlets:

The Seventh Grade Pamphlets

I. Town and City Life

2. Resources, Industries, and Cities of America

3. Industries and Trade which Bind Nations together, Part I : The Great Industrial Nations

4. Industries and Trade which Bind Nations together, PartII: The Changing Agricultural Nations

The Eighth Grade Pamphlets

I. The Wesward Movement

2. Mechanical Conquest of America

3. America's March toward Democracy, Part I

4. America's March toward Democracy, Part II

The Ninth Grade Pamphlets

I. Americanizing our Foreign Born

2. Resources and Industries in a Machine World

3. Waste and Conservation of America's Resources

4. How Nations Live together

5. A Pamphlet on Municipal and National Government

A summary of the outstanding features of this course outlined in these pamphlets is presented:(I) One of the great purposes dominating the course is the preparation of pupils for intelligent co-operation in solving the big and insistent problems of modern life. (2) Scientific studies are being carried on by the laboratory plan to insure that every major topic included in the course is of established social value to the rank and file of people. (3) Each topic and sub-topic of the course is illustrated by vivid life episodes and by a wealth of maps, graphs, and pictorial material far in excess of their present use in text-books.

(4) In the Social Science Pamphlets thought provoking questions are used constantly amd in close relationship to the facts needed for their answers. (5) Only one problem or topic, or at most one restricted group of problems and topics is considered definitely and thoroughly at one time. Each pamphlet and each section is organized around one central theme. (6) Furthermore, the history of only one set of related topics is traced at one time. (7) Sharp contrasts are employed frequently for effective presentation. (8) Pupil activity and social cooperation are required and stimulated through exercises of many kinds.

All the above mentioned courses and plans contain matter and suggestions which must be considered carefully in the formation of any constructive plan. It is significant to note how practically all writers agree on certain vital matters in connection with the social studies.

1. They demand that the traditional aim of education be subordinated to the practical aim of citizenship. In other words they ask that such facts be taught as have a reasonably evident relation to conduct. This means the rejection of large sections of studies that have been generally taught and the introduction of new sections in their place.

2. The general acceptance of the "problem" as the desired unit of organization of the social studies curriculum is a very significant fact. The following quotation from Doctor Rugg is representative of this opinion: "Not learning of texts, but solving of problems is what we need. Our materials must be organized around issues, problems, unanswered questions which the pupil recognizes as important and which he usually strives to unravel."

3. One of the most fundamental points of agreement among experimenters in the social studies, as well as among the more conservative leaders, is the recognition of the need for a great amount of pupil ac-

tivity or practice. In the words of Mr. Hatch:"No program for the Social Studies would be complete, however, unless adequate provision was made for a running fire of civic activities. I am now referring to the training that comes from the actual participation by the pupils in school or group activities when the objective is training in citizenship."

It should be noted here that there is a general tendency to regard practice as an essential and necessary part of any properly educative subject.

It may be helpful to consider at this time some of the principles for curriculum making in the social studies proposed by such progressive leaders as Doctor Harold Rugg and Doctor Horn. The following analysis of these principles is taken from Professor McMurry's "critical appraisement" in the Twenty-Second Yearbook of the National Society for the Study of Education:

(I) The first step in the proper process is to cast aside the rubbish of the past.

(2) The second proposal is the blending of History, Geography, Civics, and other allied subjects. Says Doctor Rugg, "This is not an attempt to merge the established subjects. Rather than that, the procedure we have employed starts with no interest in the established order. It completely disregards current courses. Only one criterion is employed in selecting the content of the courses: its contribution to present living."

(3) The third proposal is the recognition of society as the source of all values. In this connection Doctor Horn discusses the following techniques for determining the most desirable subject matter: (a) the newspaper-magazine method, (b) analysis of political platforms, (c) the method of judgments, (d) the method of collecting the opinion of repre-

sentative citizens. He points out the weaknesses of each plan and proposes a union of them all.

(4) The proposal by Mr. Henry Harap of the Hudson Guild, New York City, suggests a broader basis for the selection of subject matter. He cites these five factors that condition the curriculum: (a) the fundamental elements of effective social life, (b) the nature of the learner, (c) the laws of learning, (d) the nature of the teacher, (e) the attitude , resources, and limitations of the community. The two latter factors seem not to have been considered by other writers.

Professor McMurry points out several apparent weaknesses in the above proposals.

(I) Neglect of past experience. "It hardly seens reasonable," he says, "that no real help toward curriculum making has been contributed from the past." He goes on to show us the consequences of ignoring the past through an examination of some of the proposed curricula in the light of the past. He illustrates his point from the pamphlet on "Immigration" proposed by Messrs. Rugg and Miss Schweppe.

(2) Neglect of the learner's point of view in the original selection of subject matter. Professor McMurry refers here to the strong tendency to regard adult society as the sole source of value. He illustrates again from the pamphlet on "Immigration" just referred to. He asks the pertinent question, "Of what use is some of this material to children?" He refers, for example, to the list of incoming and outgoing steamers and transatlantic mails, together with the day of the week and the hour of departure. He reminds us that "there has been a strong tendency to find at least a good part of the curriculum from within the child."

(3) Neglect of local conditions. The critic of the above propos-

als tells us that little attention is given to local conditions with the exception of the several factors named by Mr. Harap, which he believes must be considered. He maintains that the unit in curriculum making is the individual school rather than the entire system.

(4) Over-reliance on subject matter for developing citizenship. In this final criticism, Professor McMurry informs us that the students' consciousness of the right method of thinking in this field is an important factor that has been largely, although not wholly, overlooked by the authors of the proposals. He makes the point that better information on social studies and practice in applying it are insufficient. He adds that rules of study for the guidance of the student should become a prominent part of the curriculum for citizenship just as the subject matter facts are a part.

A great deal of attention should and will, no doubt, be given to the foregoing "critical appraisement" by Professor McMurry. We shall make an effort in our further study to give due consideration to these valuable criticisms which he has so convincingly brought to our attention. The progressive proposals in the light of these criticisms will contribute many worth while suggestions to us in our work. Furthermore, the common features so universally agreed upon by workers in the field of the social studies should, we believe, be incorporated in any further attempt at reorganization. If our undertaking is to contain any merit in the way of progress, then other vital features which the writer considers important must be added.

But why worry about reorganization; why not let things remain as they are and permit the separate subjects, history, geography, and civics to continue their struggle for their proper place in the curriculum? Says Doctor Van. Denberg, "Here is where so many fail to grasp the

essential necessity of these same subjects that we have apparently attacked.

"In so far as our American school children fail to be educated in enough common history, geography, and civics to get along with each other as adults, to that extent our whole national organization and national civilization is weakened and imperilled. . . . . .

"If we are to have a United States of America free from civil strife and civil war, we must have our children trained from their earliest adolescent school days in that body of social knowledge that will best enable them to live together as adults in sympathy, harmony, and friendship. And equally we must have as teachers of these subjects men and women who are teaching what they believe in their very souls as necessary and undebatable."

We have reason to believe that the selection of material, the arrangement of the work, and the teaching of the social studies have not been organized to the best advantage. It is certain that the social results have not been satisfactory. The work has suffered from the tendency to organize the materials and determine the method and content with reference to the organization of the subjects as logical sciences, rather than with reference to the needs and capacities of the pupils and with respect to the situations in life in which they will use them. Too much attention has been given to military and political events to the neglect of important events of social, intellectual, and economic value. The teaching of history has failed to relate historical events to the present and future needs of the pupils and the study of civics has been subordinated to the study of history. There has been too much emphasis on the machinery of government in civics; not enough on the more common affairs of social-civic activity. The encyclopedic nature of the work

in social science has probably contributed more toward the failure of the present curriculum than any other cause.

The value of recent experiments in reorganization is undoubtedly very great. The unanimity of opinion on the vital matters referred to above will have a decided influence on our educational theory and practice. The proposed courses, now in the evolutionary stage of development, will also exert a tremendous influence, for they are remarkable examples of the application of modern theory to practice. The interest aroused in a scientific method of curriculum making, through experiments in the field of social science, represents one of our greatest advances in education in recent years.

Part IV.

The Content of a Reorganized Course in the Social Studies for the Junior High School.

A reasonable assumption seems to be that there is enough data available at present in recently proposed courses to warrant the attempt by teachers of the social studies to incorporate the best ideas from all these courses in a new course of study for social science in the Junior High School. It is our duty not only to study the best needs of children who are to work over material, but also to consider changing conditions. In this effort the peculiar needs and aims of the Junior High School must be considered as well as the relation of this institution to the schools above and below.

The question immediately arises as to what place the social studies occupy in the curriculum at present and what their place should be. The report of H. O. Rugg, in the Twenty-Second Yearbook of the National Society for the Study of Education, on the present position of the separate social studies in the curriculum is summarized here:

(I) History is taught from the fourth grade through the last year of the high school. There are gaps of a year or more in the high schools of many school systems. In general they study history four or five thirty minute exercises each week during six or seven school years. The work in Grades I to IV consists of hero stories, stories of Indians, and other forms of primitive life. There is also instruction built around a few great holidays. In Grade V there is a more sequential treatment of United States History. In Grades VI, VII, VIII, and IX, the work has become a very formal matter. In brief the history that children study is international, legalistic, and militaristic.

(2) Geography in the primary grades is taught in an informal, and,

in the main, concrete way. The results attained in these grades have been due largely to the efforts of teachers in discovering meaningful ways of developing conceptions of child life in other lands through stories, dramatization, and readings from informal books. From the fifth grade on it becomes a typical school subject. Geography text books are encyclopedias of countless facts. These facts are not organized to aid the child either in remembering or using them in the solution of problems. Tests show that pupils cannot and do not remember them; and social demands show that there is no need to be able to remember most of them. In fact geography text books try to cover too much territory.

(3) Until recent years civics instruction in the schools has been concerned principally with the study of the structure of our national, state, county, and local governments. The functional side through pupil participation has been largely neglected. Although the movement for community civics has gained some headway we must admit that few of the innovations included in this movement have reached the elementary or junior high schools. Neither the organization of the materials of civics nor the methods by which they are presented meet the present social demands.

As will be seen from the previous summary the social studies are sharply divided into separate compartments at present, and specialists in these fields are actively engaged in urging the claims of their respective subjects. Attempts at correlation, it is true, have been made by many good teachers with considerable success, but these attempts have failed thus far to produce the results demanded for really effective teaching in the social studies field. The idea is all too prevalent among many of our best teachers that children of junior high school age are too immature to deal even with elementary problems of economics and

sociology.

The complaint is often heard that the present curriculum is already overcrowded and that there is no room for such additions as social and economic problems. The conviction is becoming more firmly rooted, however, that all pupils must be made aware of the problems of social life. The trend of the times seems to be in the direction of a better exposition of social life.

What place should the social studies occupy in the present school curriculum? In the later years of the elementary school the rudimentary subjects have already come to occupy a secondary place. There is an urgent demand at this time that even little children in the lower grades be introduced to social ideas, and that a systematic plan looking toward the accomplishment of this result be provided as soon as possible. It is claimed by many intelligent people that a social study should be required each year of the child's school life, from the first grade up, so that there may develop in him a constantly deepening understanding of social relationships and social responsibilities. The value derived from the social sciences are cumulative values and the work to be effective should extend over a relatively long period of time.

The opinion is voiced by many educators that the social studies should become the core of the junior and senior high school curriculum. Beginning in the junior high school the pupil's knowledge of these subjects should be extended and utilized in a way that will serve definitely in interpreting life in a complex democracy. In the words of J. M. Glass, Director of the Junior High Schools in the State of Pennsylvania: "The explanatory and preview values of this course will be coextensive with the whole junior high school period. Such a course will provide an apperceptive basis for advanced courses in the cross-

sections of world history, economics, political science, and sociology. The discovery of interest and capacity is as probable in the field of social science as in the field of natural science. Furthermore, the discovery and stimulation of interest and capacity for social science are vital to the fields of public and social service." We emphasize here that the junior high school is the stragetic point for an attack at the present time. We are inclined to agree with the authors of the Pennsylvania program that "history and civics or social science are of coordinate rank and importance, the same fundamental aims, principles, and methods being for the most part applicable to both."

There can be no doubt in the mind of any student of the educational literature in the field of the social studies that they are rapidly growing in popularity. We are surprised to note that their development is not bringing forth the adverse criticism that many people seem to have expected. Whatever disagreements we may have noted on the details, it seems justifiable to conclude that there is a growing demand that the social studies have a larger and larger place in the school program. The social studies have come to stay and they are heartily supported by many superintendents and principles.

An attempt is made in the course presented here to give due recognition to the place that these studies should occupy in the program. Below is an outline of a twelve years' course in the Social Studies:

I. For the Elementary School - Resume of Course in Social-Civic Education as an essential foundation for Secondary School Courses.

I. History

Grades I - III.

A. Anniversary Days.

B. Primitive Peoples.

Grade IV.

Stories of American History to end of Colonial Period.

Grade V.

Stories of American History, Revolution to the Present.

Grade VI.

European Background of American History: Ancient Orient to Discovery and Exploration of Western World.

History and Social Science.

2. Civics and Social Science.

Grades I - VI.

Civic Virtues (Morals and Manners).

Grades III - VI.

Community Cooperation.

Grade VI.

Vocational Cooperation.

(The above brief outline indicates in a summary way the general nature and organization of the course for the first six grades. It is very similar to the program recommended by the National Education Association Committee on the Social Studies.)

II. For the Junior High School - First Cycle.

1. Seventh Grade - The Progress of the World and its People.
2. Eighth Grade - The Growth of the United States in its World Setting.
3. Ninth Grade. - Problems of Group and Community Life.

III. For the Senior High - Second Cycle.

1. Tenth Grade - Growth of the Modern World.
2. Eleventh Grade - Development of American Nationality.
3. Twelfth Grade - Problems of Democracy.

Outline in Detail of Course in Junior High School Social Science.

Grade VII - The Progress of the World and its People.

I. Conveniences, comforts, and necessities of present day life.

II. Primitive life.

III. Contributions of great civilizations.

IV. Middle ages - effect on life to-day.

V. Beginnings of modern world.

VI. Man's conquest of nature.

VII. Social conditions of past four hundred years.

VIII. Evolution of nationalism among the great nations.

IX. The growth of democracy throughout the world.

X. Geographic controls and the origin and development of nations.

XI. The responsibility of the United States and of each individual citizen in furthering the cause of democracy.

Grade VIII - The Growth of the United States in its World Setting.

I. The transfer of the center of civilization from the Mediterranean to the Atlantic.

1. Conditions leading to transfer.

2. Adaptation to new environment.

3. Founding of colonies and settlements.

4. Beginning of American institutions.

5. Inevitable accomplishment of independence.

II. The formation of a new nationality in America.

1. How the constitution met their need as a plan for a central government.

2. Tasks and problems of the new government.

3. Early political differences.

4. Westward movement and transportation.

5. Early international relations.

6. Economic life - influence of the old world on the new.

7. Problems of community welfare.

III. How sectionalism results finally in a more perfect union.

1. Growth of representative democracy in Europe and in the United States.

2. Sectional disputes in United States Congress.

3. Effect of territorial extension to the Pacific.

4. Effect on American social and political life of continued growth of commerce, industry, and invention.

5. Immigration from northern Europe.

6. Beginning of free public education.

7. Democracy stands the test of civil war.

8. Progress in community welfare.

IV. The new United States nationality takes its place as a world power.

1. Effect of reconstruction on life in the South.

2. Emigration to the far West - new problems of adaptation.

3. Big business and social unrest.

4. Problems of political life - internal and foreign.

5. Immigration from southern and eastern Europe.

6. New industrial revolution.

7. New social ideals and progress in social welfare.

8. New policy of closer international relations.

9. The United States in the World War.

10. Insistent problems of American life.

Grade IX. - Problems of Group and Community Life.

I. The study of the community.

I. Meaning of group or community life.

A. Develop idea of family, school room, school, city, state, nation, world.

a. Part each individual plays.

b. Need of cooperation.

B. The local community.

a. History.

b. Physical geography.

c. Present government.

d. Economic and social life.

II. Elements of Community Welfare.

1. Protection of life and property.

2. Health.

3. Special protection to children.

4. Welfare of the worker.

5. Welfare of dependents.

6. Prevention and correction of crime.

7. Controlling harmful habits.

8. Recreation.

III. Industrial Society - Problems of Economic Life.

1. Vocational survey..

A. Primary industries.

B. Manufacturing and mechanical industries.

C. Transportation.

D. Trade and finance.

E. Government service.

F. Professional service.

G. Clerical occupations.

2. Economic organizations.

A. Business organization.

B. Labor organizations.

C. Relations of labor and capital.

D. Property ownership and distribution.

3. Government and economic life.

A. Aid to farmers and business men.

B. Regulation of big business.

C. Operation of business undertakings.

D. Public lands.

E. The bubget.

F. Wise use of wealth.

G. Improvements in economic conditions.

IV. Government and Political Parties.

I. Rights and duties of citizens.

2. Government organization and operation.

A. Forms of government.

3. Constitutions - their meaning and purpose - United States Constitution.

4. How laws are made.

5. How laws are carried out.

6. The courts and justice - service of laws.

7. Duties of national, state, and local government.

8. Political parties - organization and functions in government.

9. How governments rule other people than their own.

V. How Nations Get Along Together.

I. Peace relations.

2. War relations.

3. Problem of abolishing war.

VI. Requirements for successful community life.

I. Responsibility of individual citizen and nations.

2. Importance of right attitudes.

3. Opportunity of United States as a world power.

Those who are familiar with the course in Problems in Democracy in the fourth year of high school will see that many topics and problems are included for discussion in the course in Community Civics that are later discussed and considered in that course. Naturally, these questions are considered much more intensively and exhaustively in the later course than they are in the course in Community Civics, and they are presented and taught in each course in a way adapted to the capacity and mental maturity of the pupils.

The essential features of the course in Social Science for the Junior High School which has been proposed above may be briefly summarized as follows:

" (I) The outline presents two cycles similar in sequence. The corresponding subjects in each sequence are quite different in respect to their points of view, internal arrangement, content, and method. The essential idea of each sequence is that the pupil will first see the human world as it has developed from earliest times, then come to know the history of the people of the United States in its world setting; and lastly, the pupil will gain a cross-section view of group life in all its aspects, upon which his historical and geographical knowledge of the preceding two years is constantly brought to bear. In offering this plan for effective social training in the secondary schools, it is believed that more consideration will be given to its organic continu-

ity with the work of the elementary school in the same field."

(2) This course attempts to bring about a fusion of the isolated compartments of social science and not simply to merge the subject matter of the separate subjects as previously constructed. The branches of social study are not separable, save for the emphasizing of some particular point of view on social living. The central purpose of the work should be the study of social life, and the value of the material now commonly found in school curricula should be measured by the extent to which it contributes sinificantly to the understanding of our social living.

(3) We emphasize the project-problem method in the organization and presentation of the work. Is it not of fundamental importance to train pupils in the type of thinking most utilized in every day life? To meet this the material must be organized around large problems the solution of which requires (a) the gathering of facts, (b) the evaluation of facts, (c) the selection of facts, (d) the drawing of general conclusions when the facts of a given situation are known.

Pupil participation and social cooperation through exercises in practical activities is intended to be one of the most prominent features of the course. We have in mind here not only the gradual assuming of more and more responsibility by the pupils for the proper control of the school, but also, whenever feasible, the bringing of the pupils into direct contact with industrial, financial, governmental, and social institutions of the community. We would bring about, if possible, some direct cooperation or participation.

(4) A serious attempt has been made in the construction of this course to consider the general psychological processes involved in the procedure of learning. It is fully as important to consider method of

learning as the methods of teaching. We wish to urge that it is the responsibility of the teacher to center his mind and attention upon what goes on in the mind of the learner as the latter deals with the subject matter, in order that the teacher may determine how the mind of the learner proceeds in the process of learning and mastering subject matter.

(5) Finally, an effort has been made to make the course flexible and permit differentiation to any extent necessary to meet the needs of characteristic groups of pupils. We believe in the desirability of careful adjustment of courses to local groups and communities and to current circumstances.

The foregoing discussion of the content of the Junior High School Social Studies course would be incomplete without a brief consideration, at least, of the ways and means to be used in carrying it out. Then follows a discussion of method.

Part V.

Methods of Teaching in the Social Studies.

One of the paramount elements that will determine the success or failure of any course in the social studies is the method of presenting it in the classroom. It is the firm conviction of educational leaders that the social studies, particularly history, are as poorly taught as any subject in the entire school curriculum. If we are to secure better teaching in this field we must begin by clarifying objectives for the social studies teacher. She must get a clearer and more accurate view point of their place in the curriculum, and we must justify them as a practical agency by which boys and girls may be trained to intelligent and useful citizenship.

Method is always a way of going to work to get certain results which we want. What we want determines how we shall go at it. In order that one may work at anything methodically, he must first determine what he wants to do. A study of methods of teaching in a social science subject, or any other subject, can have no significance apart from the relation of methods to objectives which are to be achieved thereby.

The most vital need of social science teachers to-day, aside from adequate academic preparation, is a "new point of view." The following fundamental principles upon which to base method are are presented with the hope that they will help to establish this new view point. Some of these principles apply to any subject, but, in the opinion of the writer, all are necessary and vital to the improvement of instruction in this field.

Before stating these principles let us turn for guidance to a study of the child's learning process, considering first the nature of the adolescent child.

Ordinarily the period of beginning adolescence ranges from nine years or earlier to eighteen years or later, with the mode for girls about the age of twelve or thirteen and for boys one year older. It is not the nearly uniform thing it was formerly thought to be. It is significant to note that puberty, with its effects upon the intellectual, emotional, and volitional nature of youth, begins on an average nearly two years earlier than was formerly generally supposed. This period is one of marked and significant developmental growth of body and mind. It is a period of great promise as well as one of great unrest. It is the time in many cases for the removal of parental and school control, and for the beginning of enlarged personal freedom. This period is the stage of development in which individual differences among children are many and marked, and it requires the undivided attention of all workers in the field of secondary education.

The most fundamental teaching principle for the social science teacher to keep in mind is that the emphasis in all teaching should be upon the learning process, upon the training which the pupil is getting by the means of the subject, rather than upon the subject. The critical problem is that of determining clearly just to what extent and how the social studies may contribute to this training and development. We now now summarize the major processes of learning and in so doing endeavor to keep the discussion from becoming too technical.

(I) Through motor activity- This includes the manipulation of the body as well as of things. It involves the so called trial and error method which the child uses constantly. Sense perception is made the basis for the learning process in earlier education.

(2) Through imitation- The importance of this native capacity cannot be over-estimated. It is characteristic of the earlier stages of

learning. In dramatization and socialized class exercises it is an important factor. Out of this fact must come an appreciation of convention and moral values. This leads us to correct the erroneous idea that children learn morals by precept.

(3) Through association of ideas- Professor Thorndike summarizes our thought as follows: " Put together what you wish to have go together. Reward good impulses. Conversely, keep apart what you wish to have separate. Let undesirable impulses bring discomfort." The primary laws of association, namely, association by contiguity in space and time, and association in similarity and contrast are familiar to all students of psychology. Besides these there are other secondary principles which need to be kept in mind, such as the laws of primacy, recency, frequency, and vividness. We need to emphasize in school practice much more than we have, the rewarding of good impulses, to insure more rapid progress. Some one has said that children organize associations on the basis of concrete experience, and discrimination may be entirely wanting.

(4) Through reflective thinking, reasoning, and problem solving - In Professor Dewey's remarkable book, "How We Think," he says: "Reflective thought is active, persistent, and careful consideration of any belief or supposed form of knowledge that supports it and the further conclusions to which it tends. In reflective thinking we are able to hold a suspended judgment until enough evidence is presented to warrant us in forming a conclusion." In all teaching we need to remember that reflection or reasoning can be brought about only by presentation of a problem to the child in such a way that the child can appreciate some value to be secured by the solution of the problem. It is important for us to make sure that the major portion of the presentation of

subject matter shall be made in a concrete manner.

It is essential to bear in mind also in connection with each of the above major processes two other important factors, namely, the well known law of habit formation and the law of individual differences.

This leads us to inquire into the best methods of inculcating ideals and attitudes in the social studies. We quote the following suggested methods from Doctor Snedden:

"(I) Social education can best be given in a social environment.

(2) Standards should be built up from within the group and not imposed from without.

(3) Every modification of the standards of the group and every readjustment in the minds of the individuals composing the group can best be brought about by means of grappling with vital issues.

(4) The positive social virtues can best be strengthened by means of actual participation.

(5) On the principle of motivation Professor Thorndike says; 'Motivation must be strong enough so that the individual will act and act again and be dissatisfied by other types of action.

(6) The small group virtues should be strengthened and used as a basis for the strengthening of the virtues that will be useful in the larger group.

(7) Limits and conflicts between the small and large group relationships must be clearly defined and situations must be provided for solving problems in which such conflicts occur.

(8) The personality of the teacher or leader is a fundamental factor in the establishment of standards and traditions.

(9) The utilization of mottoes, slogans, shibboleths, taboos, and other words or phrases will tend to unify or organize for each individ-

ual the standards which he is accepting for the group.

(10) The law of effect - The best way to build an inhibitive habit in any individual against an antisocial practice is to associate the practice with dissatisfaction or annoyance. The counterpart of this principle is the law of satisfaction. Dewey says that 'inhibition is not sufficient; instincts and impulses must be concentrated upon positive ends.'

(11) Ideals and attitudes are generalized specific habits.

(12) Ideals are best strengthened through emotional experiences.

We now come to a survey of the fundamental principles, already referred to, upon which to base our methods.

I. The possesion of facts, or mere information, does not constitute education, and any social science recitation so assigned and taught that knowledge is regarded by the pupils as an end in itself is a flat failure.

If this principle is accepted, it will follow that the problem, rather than the amassing of encyclopedic information is the logical unit of organization of subject matter.

The pupils get the information, they glean the facts, but with a distinct purpose in view. They realize that knowledge of facts is essential for the proper discussion and solution of the problem.

2. The average history text book is a mere outline and reference book. The material in it needs much supplementing and enrichment before it can mean anything to the junior high school pupil. It is impossible to teach history or any other social science subject adequately from the text book alone. Such a procedure tends to mere verbalism. It does not appeal to the pupils in any vital way. Social Science teaching may be vitalized by: (a) Very rich and full treatments of a re-

stricted number of fundamental matters instead of very brief treatments of a large number of topics. (b) Selecting topics for study on the basis of actual social needs and pupil capacities and interests. (c) Supplementing and enriching the text book's treatment of the topics selected for study by a wealth of anecdote, narration, and description.

3. The history teacher should constantly aim to bring the life and experience of men in past ages to bear in a vital way upon the present. Conscious connection by the pupils should frequently be established between past times and present day life and affairs. In this way, the facts of history are vitalized and the life of the present is made more intelligible. Possible connections are numberless for the well informed, alert, and observant teacher who plans her lessons and assignments with this end in view.

4. "We learn to do by doing." The power to think and judge relative to social matters, to act and react in socially desirable ways, to cooperate with others, to adjust one's self to social forces, influences, institutions, laws, and so forth - all these powers are to be developed by practical experience of the pupils in their years of preparation.

All the activities of the school contain potential citizenship material, but the class work in the social studies itself presents manifold opportunities for training in citizenship through direct pupil participation in civic and social activities. "The project method" and "the socialized recitation," when rightly conceived and used are practical and useful devices to this end.

This leads to a discussion of certain vital classroom methods which will be considered briefly.

There is no "one and only" method of handling this group of studies.

Some are more practical from the standpoint of local conditions and facilities than others. Whatever methods or devices are to be followed, they must be considered with a view to the social aim of the social studies, to the general aim of education, as already noted, and with the purpose of the junior high school in mind.

Some recent educational authority has said, "The greatest thing in teaching is 'teaching to think.'" We take the position here that the most important task of the teacher of the social studies is to stimulate and guide his pupils to think honestly, persistently, and effectively about the important problems of modern life. The chief justification of the social studies as a part of the school curriculum lies in the fact that the nature of their content presents to the teacher peculiar and exceptional opportunities for training future citizens to think honestly and effectively about the things which the world of to-day needs to think honestly and effectively, if the evils which now afflict society are to be remedied. The present lack of trained intelligence in matters of public concern we charge to the education of the past. The only solution for the future lies in new methods of teaching the social studies. We cannot leave this responsibility to the college, for we will not reach the large majority of pupils. We believe that the subject matter involved in the content which we have proposed is not too difficult for the average pupil if the material is wisely selected and properly presented. It is upon the shoulders of the social studies teacher that the responsibility must be placed for developing a new attitude in our future citizens. In this connection we offer the following outline, by Professor Rugg in his Social Science pamphlets, of instructions to pupils:

"(I) What are the true facts in this matter?

(2) Have I all the facts I need?

(3)Is there another side to this question that I have not considered?

(4) Are the facts I have read or have been told probably reliable? Can I depend on them as being true?

Is there any reason to believe that the people who gave the facts are prejudiced?

(5) Which side of the question is supported by the most important facts?"

Concerning classroom method in the social studies in the junior high school no types of recitations lend themselves so readily to pupil activity and group cooperation in the preparation of assigned work as the project method and the socialized recitation.

In regard to the socialized recitation C. L. Robbins says: Socialization is a process in which the 'we-feeling,' good will, common interests and purposes, actual participation, and a feeling of responsibility to the group are common elements. Through them the individual is transformed from potential membership into participating fellowship. In this transformation he ceases to be an isolated and independent human entity, incomplete because of his isolation and independence. His personality is enlarged and enriched through his group and through the efforts which he puts into the struggle for the common good." There is a fine opportunity in the social studies for working out this idea. This type of recitation emphasizes the pupil and uses the subject matter as a means for the expression of his own ideas and to develop his powers. The children become members of a working community in which the principles of good citizenship are the rules of the work. The pupil is given the opportunity to do in school the kind of thing that he will be expected to do in every day life.

Some of the main points to be remembered by the teacher who plans to socialize the recitation are these. Conversations and discussions are to be transferred to the class circle, and to originate among the pupils with the teacher only occasionally drawn in. The teacher should control and guide, but not do the reciting. Freedom should be encouraged as well as the desire to offer additional facts or to make inquiry concerning points discussed. Pupils should note and make corrections. The teacher should come forward only when necessary. There are also dangers to be guarded against. There is a tendency for one pupil to dominate the entire period. The more timid fail to volunteer. The newer freedom may lead to confusion. There should be no resentment aroused by criticism.

The socialized recitation will play an important part in attaining the desired results in the field of the social studies if the dangers are avoided and if the teacher will carefully work over the material and plan the work.

What claim has the project method to a place among our vital classroom methods of procedure? In answering this question we wish to point out, without attempting a detailed analysis of the method, certain values in the use of the project as applied particularly to the teaching of the social studies in the junior high school.

A project may be defined as a unit of purposeful experience. Professor Kilpatrick says that the dominating and unifying idea implied is a "wholehearted purposeful activity proceeding in a social environment." The same idea is expressed by Professor Bagley when he says that "the most significant feature of the project method is its emphasis on the element of purpose, and especially the basic importance that it attaches to the purpose of the learner." This is the point of view which the teacher must keep in mind. The important aim back of the project method

is to change the attitude of mind with which pupils approach school work.

Instead of the attack upon school tasks by force of authority, or through the use of artificial motives, we have the genuine interest of the pupil, the condition of dominating purpose, as as inner urge, fixing the aim of the action, guiding the process of the action, and furnishing the drive for the action. Instead of the memorization of pages from a book with no purpose in mind other than the reciting of the lesson tomorrow, we have present, the active initiative of the pupils, first, in deciding, under the teacher's guidance, what problem is worth their attention at a given time; second, in determining what methods they shall pursue, and what activities will be necessary in solving the problem; third, in working at the solution; and fourth, in judging the results in the light of the original plan or purpose. In every step of the process the pupil's interest is aroused as he realizes that each step is a necessary means toward the final solution of a problem that he feels a need of solving.

The essential elements of the project, then, are: (I) Situation. (2) Consciousness of a problem. (3) Purpose to solve the problem. (4) Plan conceived. (5) Criticism of the plan. (6) Execution of the plan. (7) Organization and use of results. (8) Judgment and appreciation of results.

Pupils undertake projects in history and other social studies when they set about with an earnest desire to solve some problem located in its natural setting. When the approach to this problem has been made by the teacher in such a way that the pupils are really interested in its solution, when under the guidance of the teacher they discuss the activities that are necessary in solving the problem, or,

in other words, when they analyze the situation and see what facts they must know in order to arrive at a satisfactory conclusion and understand also where these facts may be obtained, the vital elements of the project may be said to be present. The consciousness and appreciation of the end to be reached controls the activity of the pupils throughout the process of getting the necessary facts and organizing and using them.

But there are precautions to be observed in the use of this method. We are limited by the aim of our work, by the age of the child, by the facilities at our disposal, and more especially by the quality of the teachers who handle the work. The teacher should always be critical of the value of projects, and pupils should be trained to evaluate the material. The pupils' conclusions, it is granted, may often be meagre and inadequate, but in the process of reaching these conclusions, the students will have had valuable practice in gathering material, in selecting relevant material, in weighing evidence, in passing judgment on the comparative probability of facts, in drawing inferences - in other words, practice in doing in school the things they will be called upon to do in adult life as intelligent and useful citizens.

The constantly increasing use of the project method by teachers has greatly aided us in our attempts to train pupils how to study. But this aid must be supplemented, for junior high school pupils do not know how to study effectively. It is the consensus of opinion that this period is the most appropriate one in which to carry on a systematic plan of directed study. The following valuable suggestions from the Connecticut Manual of the Social Studies for Secondary Schools is given below:

"Directed Study

Directed study, or, as it is more frequently known, supervised

study, is designed to help the pupil to go at his work purposefully, effectively, and without waste of time, and to give him training of permanent value in comprehending, organizing, and retaining what he reads and hears. It ought to occupy in general half of the class period. It is a more productive type of work than the long-drawn-out tedious recitation, and through the better preparation of assignments it enables the formal recitation or class discussion to be completed in a somewhat shorter time.

The following specific study habits are recommended as most useful for the social studies, and therefore as habits in which to train the pupils:

Read the entire assignment once for the general idea, then proceed to read it a second time with more attention to detail. If you have a topical outline with which to study, reword each topic into a question before studying it in detail.

Find the essential point in a paragraph, or all the printed matter bearing on a single topic, either by picking out a topic sentence which expresses the idea of the whole, or by deciding on a central thought which binds the detailed statements, quotations or illustrations together. This point should answer the question into which you have reworded the topic.

Think of the relation which each topic or paragraph has to the general topic for the day, and of the relation between the sentences in each paragraph.

Be on the lookout for familiar material, that is, for references to facts studied in earlier assignments. Recall what you know of them as they are referred to, because they will be useful in studying the assignment on which you are working.

Think while reading. Raise questions in your mind as to the reasons for things stated, as to the meanings of words, as to doubtful or not fully understood statements. If you are not able to answer them to your own satisfaction, bring them to class.

Worded in the above form in the students' notebooks, these study suggestions should be referred to frequently as they are being put into practice, so that they may become a vital element in the mental habits of the pupils."

Another plan considered by many as vital to the success of the work in social science, as outlined in our proposed course, is known as the laboratory plan. Many adaptations of the plan have been worked out very successfully by teachers of the social studies. According to this method the studying takes place in the classroom. The pupils are provided with source material, reference books, magazines, models, pictures, drawing materials, maps, charts, and so forth. Added to this is a library consisting of books on geography, travel, biography, historical fiction, and government reports. The teacher becomes the guide for both individual and class work. The recitation is the discussion which marks the culmination of the study work. In some cases a certain limited field is chosen and an attempt is made to write a booklet, each member of the laboratory group being responsible for a chapter. The preparation of this work requires frequent conferences, consulting of references, criticism, and so forth.

In the University of Wisconsin, Professor Wilgus has the history room arranged with tables, chairs, and cabinets rather than with the conventional desks. The pupils prepare reports in the form of chapters of a book upon the material to be covered. The teacher passes from table to table conferring with pupils and discussing with them work

already done. He suggests additional reading from time to time, and the recasting or adding of paragraphs. Maps, charts, and graphs are prepared and also pictures either clipped or actually drawn by the pupils.

This method is to be commended as a logical expansion of the project idea. It illustrates one of the many adaptations of the laboratory plan which are constantly being tried out by teachers interested in the improvement of classroom technique in the social studies. Under such a plan the recitation becomes a period in which all pupils can participate because the previous careful preparation has provided material for discussion. The plan provides for actual study taking place under the most favorable conditions of supervision; for recitation work in which there is more pupil activity; and thus leaves the time outside the classroom for wider reading.

If the materials of the social studies are to be made vivid and alive they must, as Professor Johnson says, "be invested with an air of reality." The principal factor in making them real is the teacher. Results will depend much upon his personality, knowledge, interest in his subject, and his skillful method in presenting his subject. A laboratory equipment, such as that referred to above, is just as necessary in the social studies course as in the field of the natural sciences. An ideal condition exists when these aids and accessories are found in the social science classroom, the place where pupils meet daily. This place should be full of the atmosphere of the "social studies."

Part VI.

Conclusion

The constructive plan for a unified course in Junior High School Social Science which has been proposed in this thesis makes no pretensions along the line of originality. The writer merely offers this plan as an effort to select the best in content and method from all the available theory and practice at his disposal. Through an examination of the needs of society and of the failure of secondary education to meet these needs adequately in the curriculum, educational writers have determined the main objectives of all education, the specific purposes and functions of each period, and the peculiar aims of the social studies in the curriculum of the junior high school. We have tried to show throughout the discussion of purposes how the aims of the social studies help to bring about a better realization of all other statements of objectives.

A definite procedure for curriculum making has been set up and we have determined both a general and specific basis for the reorganization to be attempted. A brief study has been made of a considerable number of experimental courses and undertakings followed by a more careful study of what we consider the three most important proposals. This study has revealed certain general lines of agreement as well as many valuable suggestions, which have helped us in deciding upon the essential features to be incorporated in our proposal.

Following this an outline is presented of a social science course covering the entire twelve year period of the child's school life. This leads to the outline in detail of the constructive course in Junior High School Social Science which is the main objective of the thesis.

We conclude our discussion with a consideration of the child's

learning process, as a guide in determining the fundamental principles of method, and with a brief analysis of certain vital classroom methods which, we believe, should play a more prominent part in the procedure. It is our conviction that, if the junior high schools are to succeed, their success will depend more upon improvements in general methods of instruction than upon any other factor.

The outlook for the social studies is most promising when we consider the magnitude of the problems involved, together with the vast amount of productive effort which has been put forth. The division among workers in this field has been overcome somewhat by the organization in 1921, of the National Council for the Social Studies, which is federal in its nature, uniting, first, the historians, political scientists, economists, sociologists, and geographers; second, the school administrators and students of methods in the social studies; and third, the teachers. The journal of the organization is the Historical Outlook with a subscription list of over five thousand and a dozen years of successful service behind it. The National Council is gradually drawing together the elements which contribute to effective teaching of the social studies, giving currency through the Historical Outlook and other avenues to constructive information bearing on courses of study and methods of teaching, and stimulating the organization of local groups and state associations where cooperative attack can be made on the common problems. All this is done with the main purpose in view of coordinating useful and forward looking efforts wherever they are to be found.

Probably the greatest obstacle to the vitalizing of the social studies is to be found in the lack of preparation on the part of teachers. In addition to adequate professional qualifications and a

superior professional attitude we urge the following "vision of service" taken from the Connecticut Manual of the Social Studies for Secondary Schools: "Would that every social studies teacher could have burned on his consciousness a vivid conception of the great opportunity for service which this work gives! It is his great privilege to have in his hands, in very large measure, the direction of 'the mind in the making' as it will affect the permanence of our representative democracy and the progress of human society. If he earnestly seeks to assist his pupils to a well-ordered, intelligent understanding of their world and to promote a vital interest in and an open, fearless, truth-seeking attitude toward the problems of man's interrelations;, if he strives to convert them into real social beings, habitually considering the welfare of society in the direction of their life activities; if he feels himself and radiates from his very being a sense of brotherhood with all his fellow men and a spirit of tolerance toward them, whatever their race, nationality, creed or opinions - if these are the things he stands for, then the future is bright indeed."

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